

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PINE HILL	School:JOHN GLENN
Chief School Administrator:DR.KOCZUR	Address:1005 Turnerville Rd.Pine Hill NJ 08021
Chief School Administrator's E-mail:kkoczur@pinehillschools.org	Grade Levels:PK-5
Title I Contact:LEA FITZPATRICK	Principal:JAMES VACCA
Title I Contact E-mail:lfitzpatrick@pinehillschools.org	Principal's E-mail:jvacca@pinehillschools.org
Title I Contact Phone Number(856) 784-8887	Principal's Phone Number:(856) 783-4100

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

James Vacca

Principal's Name (Print)

On File

Principal's Signature

4/15/2015

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held ____3____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,986,910, which comprised 94% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 16,842,143, which will comprise 97% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries	1,2,4	Staff to improve instruction and interventions	100-100	\$100,679
Supplies and materials	1,3	Technology and College Readiness	100-600	\$11,909
Salaries	2,3,4	Project Success and Professional Development	200-100	\$15,000
Purchased Technical Services	4	Professional Development	200-300	\$1,580
Purchased Services	2,4	Professional Development	200-500	\$490
Supplies and Materials	2,4	Professional Development and Parent Involvement	200-600	\$2,165

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
JAMES VACCA	PRINCIPAL	X	X	X	On File
DIANA STEWARD	PARENT	X	X	X	On File
LINDA HOEGER	PARENT	X	X	X	On File
TOM KETT	PARENT	X	X	X	On File
B FIGUEROA	PARENT	X	X	X	On File
KRISTIN KENT	TEACHER	X	X	X	On File

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
11/4/2015		Comprehensive Needs Assessment	X		X	
1/20/2015		Schoolwide Plan Development	X		X	
5/5/15		Program Evaluation	X		X	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Developing a learning community that will enable students' academic and moral growth.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, all components were implemented and evaluated over the course of the school year.
2. What were the strengths of the implementation process? Teachers utilizing Star data to drive instruction and evaluate success of classroom instruction and the after school tutoring program. On-going professional development for Classroom Instruction that Works and implementing the new benchmarks and unit tests. Common planning time occurred throughout the year for all general education teams and general education / inclusion teams.
3. What implementation challenges and barriers did the school encounter? Pulling teachers out of the classroom to provide time for professional development and to provide time for common planning. Also, making sure all unit tests and benchmark tests were aligned to the new Common Core and new PARCC testing
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strength was the effective coaching provided by the reading specialists during the creation of the unit tests and the use of data during the data analysis meetings for all unit tests and benchmark testing. . The weakness was impacting instructional time in the classroom.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? All decisions were made with the reading and math specialists during our SCIP and Title I Unified Plan meetings. Input from all grade levels was analyzed during the writing of our PD plan and during data analysis meetings.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Overall, the staff was engaged during all professional development for CITW and was an essential part to creating the new unit and benchmark tests.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? ? The community asked questions during parent conferences about the new unit and benchmark tests. They were impressed with the new "rigor" and wanted to know how they could support their children at home.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? All delivery is done by small group (teams) during the course of the regular school day.
9. How did the school structure the interventions? STAR data is collected four times a year by the entire staff and on as needed basis for individual students. This data is discussed and evaluated by the individual classroom teachers with the support of the reading and math specialists. Recommendations for interventions are provided and utilized during small group instruction. Writers Workshop is provided to all students during the writing block.
10. How frequently did students receive instructional interventions? On a daily basis.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program? ? Computers for the STAR program and Smart Boards to assist with delivery of the Writers Workshop.
12. Did the technology contribute to the success of the program and, if so, how? Yes, because the STAR programs provides instant reports for both the teachers and the parents. Instant data is provided to assess current and future instruction. The Smart Boards assisted in keeping students engaged during writing lessons and assisted in the students making connections to the content.

****Provide a separate response for each question.***

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	31	25	In-class extra guided reading time, pull-out supplemental reading and writing support, Story Town strategic intervention, formal and informal running records, data analysis of all benchmark testing, SGO goal development at each grade level, STAR data to develop goals and determine focus of small group instruction. Data analysis of all new unit and benchmark testing.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This is the first year with the new unit and benchmark tests that are aligned to the new core and PARCC
Grade 5	32	24	In-class extra guided reading time, pull-out supplemental reading and writing support, Story Town strategic intervention, formal and informal running records, data analysis of all	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This is the first year with the new unit and benchmark tests that are aligned to the new core and PARCC

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			benchmark testing, SGO goal development at each grade level, STAR data to develop goals and determine focus of small group instruction. Data analysis of all new unit and benchmark testing.	
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	10	14	In class small group instruction provided by math specialists and math para-professionals, EnVision math program and pacing followed.	Most students met AYP because of established pacing and utilizing small group instruction to reteach and stretch learning. Math support provided by math specialist and para allows for analysis and small group instruction. Students in socio-economic and special education sub groups need more support with higher level word problems.
Grade 5	8	6	In class small group instruction provided by math specialists and math para-professionals, EnVision math program and pacing followed	Most students met AYP because of established pacing and utilizing small group instruction to reteach and stretch learning. Math support provided by math specialist and para allows for analysis and small group instruction. Students in socio-economic and special education sub groups need more support with higher level wordprobs.
Grade 6				
Grade 7				
Grade 8				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	Small group and center instruction based on data analysis of Creative Curriculum Program.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards.
Kindergarten	8	15	In-class extra guided reading time, pull-out supplemental reading and writing support, Story Town strategic intervention, formal and informal running records, data analysis of all benchmark testing, SGO goal development at each grade level, STAR data to develop goals and determine focus of small group instruction.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.
Grade 1	22	29	In-class extra guided reading time, pull-out supplemental reading and writing support, Story Town strategic intervention, formal and informal running records, data analysis of all benchmark testing, SGO goal development at each grade level, STAR data to develop goals and determine focus of small group instruction. RTI data collection (DIBELS) and RTI small skills group instruction on a daily basis.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.
Grade 2	15	27	In-class extra guided reading time, pull-out supplemental reading and writing support, Story Town strategic intervention, formal and informal running records, data analysis of all benchmark testing, SGO goal development at each grade level, STAR data to develop goals and determine focus of small group instruction. RTI data	. The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			collection (DIBELS) and RTI small skills group instruction.	
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	Small group and centers instruction based on data collection of Creative Curriculum Program	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.
Kindergarten	NA	NA	In class small group instruction provided by math para- professionals, EnVision math program and pacing followed.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.
Grade 1	10	5	In class small group instruction provided by math para- professionals, EnVision math program and pacing followed.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.
Grade 2	12	14	In class small group instruction provided by math para- professionals, EnVision math program and pacing followed.	The teachers are just learning how to add the necessary rigor to align with the Common Core Standards. This was the first year with the new CORE and PARCC aligned unit and benchmark tests.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Common planning time for inclusion teaching teams.	Yes	Teachers engaging in common planning to align new Common Core expectations for students with disabilities.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
Math	Students with Disabilities	Common planning time for inclusion teaching teams.	Yes	Teachers engaging in common planning to align new Common Core expectations for students with disabilities.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Project Success Tutoring Program after school		Students engaged in small group instruction after school 2x a week.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing
Math	Economically Disadvantaged	Project Success Tutoring Program after school		Students engaged in small group instruction after school 2x a week.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Project Success Tutoring Program after school		Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark data.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
Math	Students with Disabilities	Project Success Tutoring Program after school		Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark data.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Project Success Tutoring Program after school		Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark data.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
Math	ELLs	Project Success Tutoring Program after school	yes	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark data.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
ELA	Economically Disadvantaged	Project Success Tutoring Program after school	yes	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark data.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
Math	Economically Disadvantaged	Project Success Tutoring Program after school	yes	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark data.	Most students writing on grade level and reaching proficiency on unit tests and benchmark testing.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Common planning time and development of aligned unit and benchmark testing.	yes	Teachers engaging in common planning to align new Common Core expectations for students with disabilities.	Most students demonstrating progress on reaching mastery of standards on benchmark and unit testing and growth on STAR reports.
Math	Students with Disabilities	Common planning time and development of aligned unit and benchmark testing.	yes	Teachers engaging in common planning to align new Common Core expectations for students with disabilities.	Most students demonstrating progress on reaching mastery of standards on benchmark and unit testing and growth on STAR reports
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	RTI programming and small group instruction.	yes	RTI Progress monitoring meetings, DIBELS data review, Improved small group instruction.	Most students demonstrating progress on reaching mastery of standards on benchmark and unit testing and growth on STAR reports.
Math	Economically Disadvantaged	RTI programming and small group instruction.	yes	RTI Progress monitoring meetings, DIBELS data	Most students demonstrating progress on reaching mastery of standards on benchmark

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				review, Improved small group instruction.	and unit testing and growth on STAR reports.
ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Pumpkin Carving / Title I / PARCC informational Night	Yes	Title I programming information, Common Core, and PARCC information shared with parents.	Over 100 parents and students attended.
Math	Students with Disabilities	Pumpkin Carving / Title I / PARCC informational Night	yes	Title I programming information, Common Core, and PARCC information shared with parents.	Over 100 parents and students attended.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Pumpkin Carving / Title I / PARCC informational Night		Title I programming information, Common Core, and PARCC information shared with parents.	Over 100 parents and students attended.
Math	ELLs	Pumpkin Carving / Title I / PARCC informational Night		Title I programming information, Common Core, and PARCC information shared with parents.	Over 100 parents and students attended.
ELA	Economically Disadvantaged	Pumpkin Carving / Title I / PARCC informational Night		Title I programming information, Common Core, and PARCC information shared with parents.	Over 100 parents and students attended.
Math	Economically Disadvantaged	Pumpkin Carving / Title I / PARCC informational Night		Title I programming information, Common Core, and PARCC information shared with parents.	Over 100 parents and students attended.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_JAMES VACCA_____

___ON FILE_____4/14/15

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJ ASK, Unit test and benchmark assessments, STAR reading assessments, Fountas and Pinnel running records, 100 Book Challenge conference sheets and reading logs.	Meet Annual Measureable Objectives set by the NJ DOE. Data analysis of unit test and ELA benchmarks show most students are showing growth (moving levels) and data from the STAR reading reports show high growth (IRL) levels for most students, Running records and 100 Book Challenge reading logs demonstrate most students are reaching target levels by the end of the school year. However, students in certain sub groups still struggle with higher-order comprehension questions.
Academic Achievement - Writing	NJ ASK, Unit tests and ELA benchmarks, state writing rubrics, writing portfolios.	Meet Annual Measureable Objectives set by the NJ DOE. Data analysis of unit test / benchmarks and writing samples show average growth. NJ ASK writing scores have increased across all sub groups. However, certain students still struggle with providing sufficient details, examples, and evidence from text when developing a response.
Academic Achievement - Mathematics	NJ ASK, EnVisions benchmarks, STAR math assessments.	Meet Annual Measureable Objectives set by the NJ DOE. ASK results show most students reaching high levels of proficiency. EnVision and STAR math data shows most students reaching grade level proficiency. However, ASK results show the need for and instructional focus on higher-order reasoning to continue with adequate academic growth.
Family and Community Engagement	Survey	Monthly Site Council meetings, Three Title I reading / writing/ math nights, ten parent / community activity nights held at school.
Professional Development	Survey	Professional Development Committee plans professional development

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		based on student data and staff responses on survey. All professional development opportunities reflect necessary growth opportunities based on instructional needs and areas of students' academic weaknesses.
Leadership	Survey	Positive results and shared leadership through SAC and SCIP teams.
School Climate and Culture	Survey	Team meetings, professional, shared decision making community, shared leadership team, and Olweus anti-bullying program all lead to a positive learning community for students and staff.
School-Based Youth Services		
Students with Disabilities	NJ ASK, Unit tests and ELA benchmarks, Star reading assessments, 100 Book Challenge reading logs, writing portfolios.	Meet Annual Measureable Objectives set by the NJ DOE. The students with disabilities sub group showed appropriate academic growth on the NJ ASK in reading and writing. Unit tests and ELA benchmarks and writing portfolios demonstrate sufficient academic growth for most students in this sub-group. However, students continue to struggle with higher –order mathematics and writing tasks on the NJ ASK.
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged	NJ ASK, Unit tests and ELA benchmarks, Star reading assessments, 100 Book Challenge reading logs, writing portfolios.	Meet Annual Measureable Objectives set by the NJ DOE. The Economically Disadvantaged sub group showed appropriate academic growth on the NJ ASK in language arts. Unit tests and ELA benchmarks and writing portfolios also demonstrate sufficient academic growth in writing for most students in this sub-group. However, students continue to struggle with higher –order comprehension and writing tasks on the mathematics portion of the NJ ASK.

2015-2016 Comprehensive Needs Assessment Process*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? NJ ASK scores and data collected from benchmark / unit testing were analyzed during team data analysis meetings. This analysis led to SGO goal development and teacher action plans.
2. What process did the school use to collect and compile data for student subgroups? Students were identified by Title I staff and placed into a level of intervention. Students were monitored and results from various benchmark /unit testing were utilized to drive instruction in small groups and determine level of intervention needed.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? All assessments are standards based and aligned to SGO goals and instructional pacing guides. STAR data is reviewed throughout the year
4. What did the data analysis reveal regarding classroom instruction? There is a need to continue analyzing the new Core standards and make sure all classroom instruction aligns to the Core. Higher order thinking and more independent practice needs to be an on-going focus.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff is utilizing new CITW instructional strategies and new Writers Workshop teaching strategies. Staff is aligning instruction to SMART goals developed during learning walk data presentations and to the new McRel teacher evaluation tool. New SGO's also assist in guiding instruction.
6. How does the school identify educationally at-risk students in a timely manner? Multiple measures are utilized by Title I staff to develop a mid-year and end of the year student rating form. Ongoing data analysis of benchmark / Unit assessments and STAR data allow for progress monitoring of all identified students and assists with developing academic interventions for individual students. All collected data also assists during I&RS intervention meetings and CST determination meetings

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

7. How does the school provide effective interventions to educationally at-risk students? Daily (in-class) small group instruction is provided based on data analysis of benchmark / Unit testing, STAR testing results, and guided reading anecdotal and formal running records. Title I specialists also provide supplemental group instruction and instructional coaching to all faculty. Progress monitoring by Title I staff allows for timely feedback to students and staff on the effectiveness of the academic interventions. Coaching and on-going
8. How does the school address the needs of migrant students?NA
9. How does the school address the needs of homeless students?NA
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers work in grade level teams to unpack the Core Standards, review and develop benchmark testing, develop SGO Goals, and develop common lesson plans to meet the established academic goals.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? There is a student orientation for all incoming preschool and kindergarten students. All incoming students are assessed with readiness assessments and parents are provided with areas that need focus. A transition program exists for students entering the middle school, which includes a visit to the middle school that allows the students to become acclimated to the new building and programs.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Surveys were distributed to stakeholders and data was analyzed to assist in identifying priority problems. The school leadership, SCIP Team, and professional development committee met to review data and discuss areas of concern. The Site Council also reviewed school data and discussed areas of concern. All groups identified the root causes to focus on for the upcoming school year.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Provide staff development to continue to develop new benchmark assessments and unit assessments that align with the Common Core and mirror the new PARCC assessment to raise the level of academic rigor and expectations.	Provide staff development on and grade level team meeting time to unpack the new Core standards and to make sure all instruction is standards based. CITW training needed to support Core standards instruction.
Describe the priority problem using at least two data sources	Current assessments and classroom instruction aligned to the assessments lack level of academic rigor necessary for students to demonstrated required levels of academic growth on the new PARCC assessment.	Power Walkthrough data reports and new McREL observation reports show a need to align all classroom instruction to the new Core standards. The use of CITW strategies needed in order to reach Core Standards for all students.
Describe the root causes of the problem	Current assessments and classroom instruction aligned to the assessments lack level of academic rigor necessary for students to demonstrated required levels of academic growth on the new PARCC assessment.	Power Walkthrough data reports and new McREL observation reports show a need to align all classroom instruction to the new Core standards. The use of CITW strategies needed in order to reach Core Standards for all students.
Subgroups or populations addressed	All subgroups.	All subgroups.
Related content area missed (i.e., ELA, Mathematics)	Language arts and math.	Language arts and math.
Name of scientifically research based intervention to address priority problems	Grant Wiggins <i>Backward Design</i> .	Classroom Instruction that Works, 2 nd edition, outlines 10 research based instructional strategies
How does the intervention align with the Common Core State Standards?	All new assessments are being developed to meet all required Common Core Standards and match the rigor of the new PARCC assessment.	All strategies support effective teaching practices aligned to necessary academic rigor to meet the new Core Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Create opportunities for extended learning.	Gaining and using technology to form students who are 21st century learners and to improve students' college & career readiness.
Describe the priority problem using at least two data sources	Socio-economic sub-groups and special education sub-groups still need to demonstrate higher levels of academic growth on NJ ASK.	Results of CITW data Results of McREL teacher evaluations Results of power walkthrough data
Describe the root causes of the problem	Students need a structured environment after school to complete homework, review key learning, and address academic areas that are deficient.	Need more technology devices and training for all staff (specific to I-pads and Chrome books).
Subgroups or populations addressed	All students at risk. (socio-economic and special ed. sub-groups are first priority).	All students
Related content area missed (i.e., ELA, Mathematics)	Math and Language Arts	ELA & math
Name of scientifically research based intervention to address priority problems	IES Practice Guide "Structuring Out-of-School Time to Improve Academic Achievement", Recommendation 3: Adapt instruction to individual and small group need.	Classroom Instruction that Works, 2 nd edition, outlines 10 research based instructional strategies
How does the intervention align with the Common Core State Standards?	Instruction during program will align with the Common Core State Standards.	Instruction through technology will support Common Core Standards

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	New benchmarks and unit tests will provide necessary academic rigor (aligned to Common Core Standards) and allow for successful teacher student growth objectives (SGO's)	Principal	Teachers meeting target goals on SGO's, Student academic growth on benchmark / unit tests, and students reaching targeted STAR goals.	<i>IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving</i>
Math	Students with Disabilities	New benchmarks and unit tests will provide necessary academic rigor (aligned to Common Core Standards) and allow for successful teacher student growth objectives (SGO's)	Principal	Teachers meeting target goals on SGO's, Student academic growth on benchmark / unit tests, and students reaching targeted STAR goals.	<i>IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving</i>
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	New benchmarks and unit tests will provide necessary academic		Teachers meeting target goals on SGO's, Student academic growth on benchmark / unit tests, and	<i>IES Practice Guide “Turning Around Chronically Low-Performing</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		rigor (aligned to Common Core Standards) and allow for successful teacher student growth objectives (SGO's)		students reaching targeted STAR goals.	<i>Schools", Recommendation 2: maintain a consistent focus on improving</i>
Math	ELLs	New benchmarks and unit tests will provide necessary academic rigor (aligned to Common Core Standards) and allow for successful teacher student growth objectives (SGO's)		Teachers meeting target goals on SGO's, Student academic growth on benchmark / unit tests, and students reaching targeted STAR goals.	<i>IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving</i>
ELA	Economically Disadvantaged	New benchmarks and unit tests will provide necessary academic rigor (aligned to Common Core Standards) and allow for successful teacher student growth objectives (SGO's)		Teachers meeting target goals on SGO's, Student academic growth on benchmark / unit tests, and students reaching targeted STAR goals.	<i>IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving</i>
Math	Economically Disadvantaged	New benchmarks and unit tests will provide necessary academic rigor (aligned to Common Core Standards) and allow for successful teacher		Teachers meeting target goals on SGO's, Student academic growth on benchmark / unit tests, and students reaching targeted STAR goals.	<i>IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		student growth objectives (SGO's)			
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Project Success Tutoring Program after school	Principal	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark / unit test data	<i>IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving</i>
Math	Students with Disabilities	Project Success Tutoring Program after school	Principal	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark / unit test data	<i>IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving</i>
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Project Success Tutoring Program after school	Principal	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark / unit test data	<i>IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving</i>
Math	ELLs	Project Success Tutoring Program after school	Principal	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark / unit test data	<i>IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving</i>
ELA	Economically Disadvantaged	Project Success Tutoring Program after school	Principal	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark / unit test data	<i>IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving</i>
Math	Economically Disadvantaged	Project Success Tutoring Program after school	Principal	Increase in student growth scores (scale, IRL, GE) and small group instruction based on STAR and benchmark / unit test data	<i>IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving</i>
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	CITW Strategies professional development	Principal	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
Math	Students with Disabilities	CITW Strategies professional development	Principal	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	CITW Strategies professional development	Principal	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				SMART goals.	
Math	ELLs	CITW Strategies professional development	Principal	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Economically Disadvantaged	CITW Strategies professional development	Principal	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
Math	Economically Disadvantaged	CITW Strategies professional development	Principal	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
ELA					
Math					

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Evaluation of the schoolwide program will be done by the Title I team (by school) in coordination with the building principal and District Curriculum Coordinator.
2. What barriers or challenges does the school anticipate during the implementation process? There is a need to add time to the teacher contract that allows for more teaming and planning time. Teachers must be pulled out of the classroom to provide time for data analysis meetings and “unpacking” of the standards.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The need to align instruction to the new core and newly developed unit tests and benchmark testing is discussed during data analysis /common planning meetings. Teachers are also involved with creating and changing the new unit tests and benchmarks.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? professional development survey is used to determine the needs and perception of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? A survey is used to determine the perception of the community and results are discussed at administrative meetings.
6. How will the school structure interventions? All academic interventions are structured around the Title I Program and RTI programs.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

7. How frequently will students receive instructional interventions? On a daily basis.
8. What resources/technologies will the school use to support the schoolwide program? Title I staff, STAR reading and math, RTI, DIBELS, Smart boards, I-Pads, Chrome Books, and PC's.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Data from all Title programming and RTI, unit and benchmark testing, SGO's, Smart goals, and standardized testing results
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? ? Infortmation is shared during Site Council meetings, PTO meetings, and on the school website.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Develop new Parent Teacher Organization Pumpkin Carving / Title I / PARCC informational Night	Principal	Over 100 parents and students attended. 7 new members to PTO.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	Students with Disabilities	*Develop new Parent Teacher Organization Pumpkin Carving / Title I / PARCC informational Night	Principal	Over 100 parents and students attended. 7 new members to PTO.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	*Develop new Parent Teacher Organization Pumpkin Carving / Title I / PARCC informational Night	Principal	Over 100 parents and students attended. 7 new members to PTO.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	ELLs	*Develop new Parent Teacher Organization	Principal	Over 100 parents and students attended.	IES Practice Guide “Turning Around

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Pumpkin Carving / Title I / PARCC informational Night			Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Economically Disadvantaged	*Develop new Parent Teacher Organization Pumpkin Carving / Title I / PARCC informational Night	Principal	Over 100 parents and students attended. 7 new members to PTO.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	Economically Disadvantaged	*Develop new Parent Teacher Organization Pumpkin Carving / Title I / PARCC informational Night	Principal	Over 100 parents and students attended. 7 new members to PTO.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Parents will gain instructional strategies to individualize instruction at home.
2. How will the school engage parents in the development of the written parent involvement policy? This will occur at Title I parent meetings and Site Council meetings
3. How will the school distribute its written parent involvement policy? First Day Packets. All forms must be signed and returned and checklists are kept.
4. How will the school engage parents in the development of the school-parent compact? This will occur at Title I parent meetings and Site Council meetings.
5. How will the school ensure that parents receive and review the school-parent compact? This policy is on the school website and is sent home in the students' First Day Packets. All forms must be signed and returned and checklists are kept.
6. How will the school report its student achievement data to families and the community? All data is sent home to parents and mailed to appropriate agencies. The school report card, website, and Board of Education meetings are all utilized.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Results are shared with the school site council, which embodies parents, teachers, and Board members. Additionally, all data is shared with the community at a Board of Education public meeting.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

8. How will the school inform families and the community of the school's disaggregated assessment results? Results are shared with the school site council, which embodies parents, teachers, and Board members. Additionally, all data is shared with the community at a Board of Education public meeting.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents are invited to the development meeting.
10. How will the school inform families about the academic achievement of their child/children? Report cards and progress reports are sent home quarterly. Parents may also log on to Edline.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? These funds will be utilized to help deliver our parent Title I meetings and parent literacy nights. Money will also be used for consultants to present information to parents as well as incentives to entice parents to attend the events

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	40	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	1	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program	BOE, Superintendent, Curriculum Coordinator, Principal, Staff